DOCUMENT RESUME

ED 357 012 SP 034 443

AUTHOR Corlett, Donna
TITLE The Two-Step Student Teaching Model: Training for Accountability.
PUB DATE Jan 92
NOTE 18p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Accountability; Elementary Education; *Field Experience Programs; Higher Education; *Instructional Design; Preservice Teacher Education; Program Development; Program Effectiveness; Skill Development; Student Evaluation; *Student Teaching; Teaching Experience; Teaching Methods; *Teaching Models; *Teaching Skills; Units of Study

ABSTRACT

This model of student teaching preparation was developed in collaboration with public schools to focus on systematic experience in teaching and training for accountability in the classroom. In the two-semester plan, students begin with teacher orientation and planning days, serve as teacher aides, attend various methods courses, teach several lessons, and then move on to "solo" teaching. Student teachers are taught to gather evaluation data, including pre- and post-testing and ongoing assessment data, while teaching two units of study. They then learn to use the data to redesign instruction. The model has resulted in a higher level of development in teaching skills as evaluated by principals, classroom teachers, college supervisors, and student teachers. (Contains 20 references.) (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED357012

The Two-Step Student Teaching Model: Training for Accountability

January 1992

Donna Corlett, Ed.D.
Coordinator, Elementary Education
School of Education
University of Portland
5000 N. Willamette Boulevard
Portland, Oregon 97203
Work Phone (503) 283-7135
Home Phone (206) 694-4979

Donna Corlett, Ed.D., is Coordinator, Elementary Education and Director, Reading Program. She has taught grades 4-12. She is a past president of N.W.A.T.E. and has held offices in chapters of P.D.K.

Running head: TRAINING FOR ACCOUNTABILITY

SP034413

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Corlett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Abstract

The Two-Step Student Teaching Model:
Training for Accountability

An in-depth model of student teaching preparation has been developed in collaboration with the public schools to focus on systematic experience in teaching and training for accountability in the classroom. The model is based on a two on-going semester plan. Student teachers are taught to gather evaluation data including pre and post testing, as well as ongoing assessment information while teaching two units. They learn to use the data to redesign instruction. This is the work sample approach for training in accountability of instruction and learning.

The Two-Step Student Teaching Model: Training for Accountability

The reform of teacher education is dependent upon there being new answers to stubborn problems and upon refocusing on the major goal of education, the development of the child's mind and the child's ability to use it well (Goodlad, 1990). The small college must operate from a sound research knowledge base and within the perimeters of a limited framework of resources. They must develop or refine a credible, preservice teacher education program that will focus on learning. To effectively address these issues a collaborative, systematic, supervised two-step training model allows pre-service students an opportunity to develop skills in accountability for learning in the classroom. Such accountability includes, but is not limited to, the skills in the teaching functions of diagnosis, prescription and feedback which are critical to the design of curriculum, goals, and subsequent learning (Brophy and Good, 1986).

The in-depth, two-step model of student teaching was developed over a period of three years of working with school practitioners. The model has resulted in a higher level of development in teaching skills as evaluated by principals, classroom teachers, college supervisors, and student teachers. The skills of the effective teacher include decision making, assessment and instruction strategies to meet special needs, reflection, analyzing data to change instruction, and developing a positive learning

climate in the classroom (NWREL, 1990).

The two-step model for student teaching is based on the two semester organization of the calendar year. All seniors and graduates in the student teaching year cycle are placed in one school site for the complete year to allow for an in-depth development of teaching skills, curriculum goals and scope, and concentration of effort.

Previous to the final professional year, all students have had a variety of field-experiences in different school settings including multi-cultural settings. These field-experiences are in conjunction with course work in Ed 150 Foundations of Education, Ed 440 Human Development, Ed 400 Exceptional Child, Ed 412 PE, Ed 462 Reading. Each of these courses requires twelve to fifteen hours in field-experience. They also, take Ed 449 Intercultural/Civil Rights Education.

The Fall semester starts with beginning student teaching activities by students in their placement schools during Teacher Planning days and the first full week of school. This September Experience gives the students the opportunity to learn how a classroom is set up at the beginning of the year. The typical activities include doing bulletin boards, preparing materials, assisting in pupil assessment, grading papers, monitoring activities, doing clerical tasks and teaching small groups. During the rest of the semester the students attend methods classes of Language Arts, Social Studies, Math and Science, on Mondays and Wednesdays where they learn the theories and

practices of teaching strategies, assessment, curriculum scope and sequence, peer coaching, planning units and series of lessons ie. Effective Schooling and Teaching Practices (NWREL, 1990). For one half days on Tuesdays and Thursdays and full days on Fridays, they are in their school site placements where during the semester they are required to teach and video tape four Language Arts lessons, two Social Studies lessons, three Math lessons and one Science Unit consisting of a series of 5 lessons. All of these lessons must be approved by the classroom teacher and fit the required school district curriculum goals. The students work in teams of two and do peer coaching of each other. Each student does a reflection and evaluation of their own video tape of their teaching. During this step they, also, work in cooperative teams to put on a Science Fair for school children, grades three to seven, who come on campus one Friday for the Fair. Other Fridays are used for debriefing and planning seminars with college instructors.

Step two of the program takes place during the Spring semester. The first month students take the Art, Music, Media block for 1/2 days and all day Thursdays. During the other 1/2 days and Fridays for that month they are at their school placement sites teaching and/or assisting the teacher. From February through April the students are full time in student teaching and will do one month of "solo" teaching.

Through out the two semesters students are trained in gathering data, as they

teach, and to discuss the analysis of the data to improve the teaching/learning process in the classroom. Gathering data includes pre and post testing as well as on-going assessment while teaching two units. This is called the Unit Work Sample. This is the practical approach to accountability for student teachers as developed in the state of Oregon (OACTE and TSPC, 1991).

The guidelines for gathering unit work samples and using them to improve the teaching/learning process include the following ideas:

(I) Each student teacher shall assemble and analyze two (2) unit work samples to illustrate his or her ability to foster pupils' learning. Each work sample shall include:

(A) Goals for the unit of study (generally two (2) to five (5) weeks in length) that vary in kind and complexity, but that includes concept attainment and application of knowledge and skill

(B) Instructional plans to accomplish the learning goals for the identified group(s) of pupils;

(C) Data on learning resulting from instruction, analyzed for each pupil, and summarized in relation to pupils' level of knowledge prior to instruction;

(D) Interpretation and explanation of the learning gains, or lack thereof;

(E) A description of the uses to be made of the data on learning gains in planning further instruction of this and subsequent topics and in reporting pupils' progress to them and their parents.

(II) Analysis of learning gains are demonstrated through pre and post assessment. Results are analyzed to discuss results of individual students in the areas of cognitive domain, affective domain and the psychomotor skills (Brophy and Good, 1986; Shulman, 1987).

Some steps for improving learning based on the analysis of the gathered information include the following.

1. When the performance on the post-test or assessment fails to meet the standards, ask the following questions to find the causes:

a. Did the class as a whole or only a particular group have problems? What provisions were made to accommodate exceptional students (high and low)?

b. Were problems found in many or few areas of learning?

c. Were the problems caused by poorly written test items or items that were too hard?

d. Did the students who missed the items do so largely because they were absent during the days in which pertinent instruction was provided? What provisions were made to help these students gain the information that was missed?

e. Was too little time given to teaching a particular topic? (Do students need more explanations, demonstrations, or information? Do they need more time to practice, apply, extend, or integrate what they have learned?).

2. Take steps to improve students' performance on the basis of your analysis.

3. Reassess the students who received "corrective instruction" making sure that students understand how results from the reassessment will be used to calculate grades.

4. Prepare a written analysis of the unit as a whole, noting elements or practices that

you will want to continue in the future and elements of practices you will want to delete or modify (OACTE and TSPC, 1991).

Satisfactory performance of the student teachers ability in evaluating pupil learning includes being able to select/use a variety of formal and informal assessment strategies, record and grade pupil progress, to report pupil achievements to pupils and parents, to summarize data by quartiles, to use that data to plan goals and curriculum objectives, and finally, to demonstrate instructional effectiveness by analyzing samples of pupils work (OACTE and TSPC, 1991; Anderson, 1989).

Student teachers who are successful in this two-step program have had the in-depth training which will serve as a foundation for their becoming committed, professional educators who will focus on accountability for pupil's learning. They will be effective teachers and serve as models for teachers as professionals and as leaders in the classroom, in the school and in the community. Thus, education moves "onward to excellence" (NWREL, 1990), and our children will have the good educations they deserve.

Table I

Overview of Two Step Model for Elementary Student Teaching

Step I - Fall Semester, School Placement

Time	Activities	Outcomes
August - 2 days in school	Teacher Orientation and Planning Days	Getting acquainted with teachers, schools, and preparing for the opening of school
September - 1 week in school	Teacher aide and assistant teacher	Observing, assisting with students, assessment, grouping, clerical duties and the like
October/November December - Tuesdays and Thursdays in school for 1/2 day, and all day Friday	Teacher aide and teaching	Teach 4 Language Arts lessons and video tape Teach 2 Social Studies lessons Teach 3 Math lessons Develop a complete unit in Science and teach 5 lessons
Mondays and Wednesdays on campus	Language Arts, Social Studies, Math, Science content/methods block for theory, planning and practice	Learning theory, teaching strategies, integrated curriculum, assessment, conducting a science fair for 60 children

Step II - Spring Semester, School Placement

Time	Activities	Outcomes
January/February 1 month	1/2 day and Thursday on campus in Art, Music, Media blocks	Acquiring theory and strategies in Art, Music Media
	1/2 day and Friday in school placement	Teacher aide and teaching, planning, reflecting, discussing
February/April Full time	Student teaching and 'solo' teaching for 1 month	Developing, teaching units and work samples.
		Gathering data and revising teaching.
		Supervised practice and discussions.

Table II

Components of Work Sample: The Unit Approach

Component	Example	Suggestions
Goals	The student will understand the social structures and the political changes of the Middle Ages	Should vary in kind and complexity. Should be appropriate to the students
Instructional objectives and plans	After reading the text, the student will answer two accomplishments of Charlemagne. Plans include reading, discussion, using the map	Should include concepts and application in the cognitive, affective and psychomotor domains
Data on learning	Pretest and post test. Formative evaluations. Product evaluation	Analyze for each student in relationship to their prior knowledge
Interpretation of learning from data	Divide student data into percentages of improvement of learning. Divide class scores into quartiles Keep antidotal notes for formative evaluation. Use criteria for product evaluation	Summarize and interpret in term of gains or lack of gains

Use of data for instructional planning	Analyze the above data to assist in regrouping/reteaching/reporting and to meet any special needs that surface.	Describe how the data will be used in instructional planning and in reporting progress to parents

References

Anderson, L.M. (1989a). Learners and learning. In Maynard C. Reynolds (Ed.). Knowledge bases for the beginning teacher. Elmsford, New York: Pergamon Press.

Anderson, L.M. (1989b). Classroom instruction. In Maynard C. Reynolds (Ed.). Knowledge bases for the beginning teacher. Elmsford, New York: Pergamon Press.

Brophy, J. & Good, T. (1986). Teacher behavior and student achievement. In M.C. Wittrock (Ed.). Handbook of research on teaching. New York: Macmillan.

_____(1990). Effective Schooling Practices: A Research Synthesis 1990 Update. Portland, Oregon: Northwest Regional Educational Laboratory.

Goodlad, John I. (1990). Teachers for our Nation's Schools. San Francisco: Jossey-Bass Publishers.

Gosman, E. (1985). Quality in teacher education: A crisis revisited. Boulder, CO: Western Interstate Commission on Higher Education.

Huling-Austin, L. (1986). What can and cannot reasonably be expected from teacher induction programs. Journal of Teacher Education, 37(1), 2-5.

Huling-Austin, L. (1989). A synthesis of research on teacher induction programs and practices. In J. Reinhartz (Ed.). Teacher induction (pp. 13-33).

Washington, DC: National Education Association.

Meece, J. L., Blumenfeld, P. C., & Hoyle, R. H. (1988). Students' goal orientations and cognitive engagement in classroom activities. Journal of Educational Psychology, 80, 514-523.

Merwin, J. C. (1989). Evaluation. In Maynard C. Reynolds (Ed.). Knowledge bases for the beginning teacher. Elmsford, New York: Pergamon Press.

Novak, J. & Gowin, D. B. (1984). Learning how to learn. New York: Cambridge University Press.

_____(1991). Student Teacher Summary Report Manual. Salem, Oregon: OACTE and TSPC.

Renaissance Group. (1989). Teachers for the new world: A statement of principles. Cedar Falls: University of Northern Iowa.

Schon, D. A. (1983). The reflective practitioner: How professionals think in action. New York: Basic Books.

Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. Harvard Educational Review, 57, 1-22.

Smith, D. (1990). The role of teacher knowledge in teaching conceptual change science lessons. Unpublished doctoral dissertation, University of Delaware, Newark.

Stiggins, R. J. (1988). Revitalizing classroom assessment: The higher instructional

priority. Phi Delta Kappan, 69(5), 363-368.

Varah, L., Theune, W., & Parker, L. (1986). Beginning teachers: Sink or swim? Journal of Teacher Education, 37(1), 30-34.

Veenman, S. (1984). Perceived problems of beginning teachers. Review of Educational Research, 54(2), 143-178.

Zeichner, K. M., & Liston, D. P. (1987). Teaching student teacher to reflect. Harvard Educational Review, 57, 23-48.